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ABSTRACT

A topic of student interest, earthquakes, is used as a vehicle for teaching reading and research skills in a California junior high school. Students develop geography skills by labeling fault lines on maps of the Pacific Basin, California, and San Francisco; develop their vocabulary by preparing a list of words about earthquakes; and practice word analysis skills through a variety of exercises. Students also take field trips and work independently on a research project about earthquakes. Upon completion of the unit, students take evaluation and vocabulary tests. Copies of all activities are included in this unit. A bibliography is provided. (LP)

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Earthquake!

PITTSBURG READING ENRICHMENT PROGRAM

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CS 007 146

Earthquake!

An example
of how to develop reading skills
using a topic
of current interest.

Prepared by:

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PREP
1974

PREP, Pittsburg Reading Enrichment Program is a California Demonstration School financed by the State of California for the specific purpose of improving reading skills at the junior high level.

As a Demonstration School, we welcome visitors at all times. As a Demonstration Project, we also seek to make available to our professional colleagues some of the ideas and materials that have worked well for us.

With the hope, therefore, that we can be of help to both students and educators alike, we present the following unit on earthquakes as an example of how a topic of interest can be used as a vehicle for teaching essential reading skills.

JULIA LALLY
Director, PREP

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Introduction

Scarcely a day goes by that Californians are not aware of the fact that they live in earthquake country. Minor earthquakes repeatedly make newspaper headlines. Major ones remain news items for weeks. Seismograph recordings from the University of California constantly monitor the earth's vibrations. And, of course, those of us who live in the San Francisco Bay Area hear repeated references to the destruction the quaking earth left in the City of St. Francis in 1906.

Then, while our reading program was still in the planning stages, many of our students identified with Roberto Clemente when Nicaragua hit the headlines with her devastating tremor and Clemente lost his life as he attempted to deliver relief supplies to the Nicaraguans.

Soon, closer to home, came newspaper articles with stories of newly discovered faults in the neighboring communities on both sides of us, and so, Project PREP became Project Earthquake, a vehicle for teaching reading skills and applying previously taught research skills.

Objectives

USE OF MAPS: On a map showing the Pacific Basin, students will place the fault lines which ring the Pacific Ocean. They will label the land areas which surround the Pacific by continent and country.

On a map of California, students will label major faults within the state. Each fault will be correctly labeled along with the main cities lying on them.

On a map of the San Francisco Bay Area, students will label the fault lines which slash through the area and mark them in red. They will color bodies of water blue and correctly label them and the cities within the area.

VOCABULARY DEVELOPMENT: Students will prepare a list of words important to the study and understanding of earthquakes. They will study definitions and use of words, discuss their meanings, and pass a test with an accuracy based upon ability as predetermined by the teacher.

WORD ANALYSIS SKILLS: Using the vocabulary developed for this unit, students will work exercises designed to develop skills in word analyses.

COMPREHENSION DEVELOPMENT: Upon completion of unit, students will complete an activity demonstrating their understanding of earthquakes and their effect on the land.

USE OF REFERENCE MATERIALS: Students able to work independently will prepare a research project on an aspect of their own choice on the subject of earthquakes. They will demonstrate the ability to use the card catalog and the Reader's Guide in finding their information. They will prepare a bibliography of materials which will be a part of their report.

FOLDERS: Students will keep a folder of all work done on earthquakes to hand in on the completion of this unit.

Preparatory Activity

Brainstorming

We introduced the subject of earthquakes with the "brainstorming" technique. Throughout the unit, students had many opportunities to work both individually and in small groups. We started our unit with an oral discussion involving the whole class and using the following procedure:

"Natural disasters occur frequently in many parts of the world. What are some we often hear about? (tornadoes, cyclones, tidal waves, earthquakes, floods, blizzards, etc.) What disaster do people tend to associate with California?

What words come to your mind when you hear the word 'earthquake'?

How many of you have experienced an earthquake? How did it feel? Do you know anyone who was hurt because of an earthquake?

Where have big earthquakes occurred in recent years?

What famous California earthquake do we hear so much about?

Has anyone heard of the San Andreas Fault? Who knows where it is? Let's find it on the map.

Now that we've talked a little about earthquakes, take out your notebook and make a list of three to five things you learned about them."

Map of Pacific Area.

To prepare our map, we proceeded somewhat as follows:

"Why do you suppose California has so many earthquakes?"

Take your map of the Pacific Area and let's see how California fits in the general scheme of nature and why this part of the world has been called 'a ring of fire'.

Look at my map on the overhead projector and we'll fill out our maps together. If you can locate areas I ask for, you may come up and put them on my map for everyone to see to complete his own map.

Show where we are on the map.
Locate our neighbors to the north and south of us.
What's the name of the large body of water?
Which country is also a continent?
Locate the country many of our small cars come from.
Which country have we recently been involved with in a shooting war?
Which country has the most people?
Which two areas are really states in our own country?
Which country was once an "American dependency?"

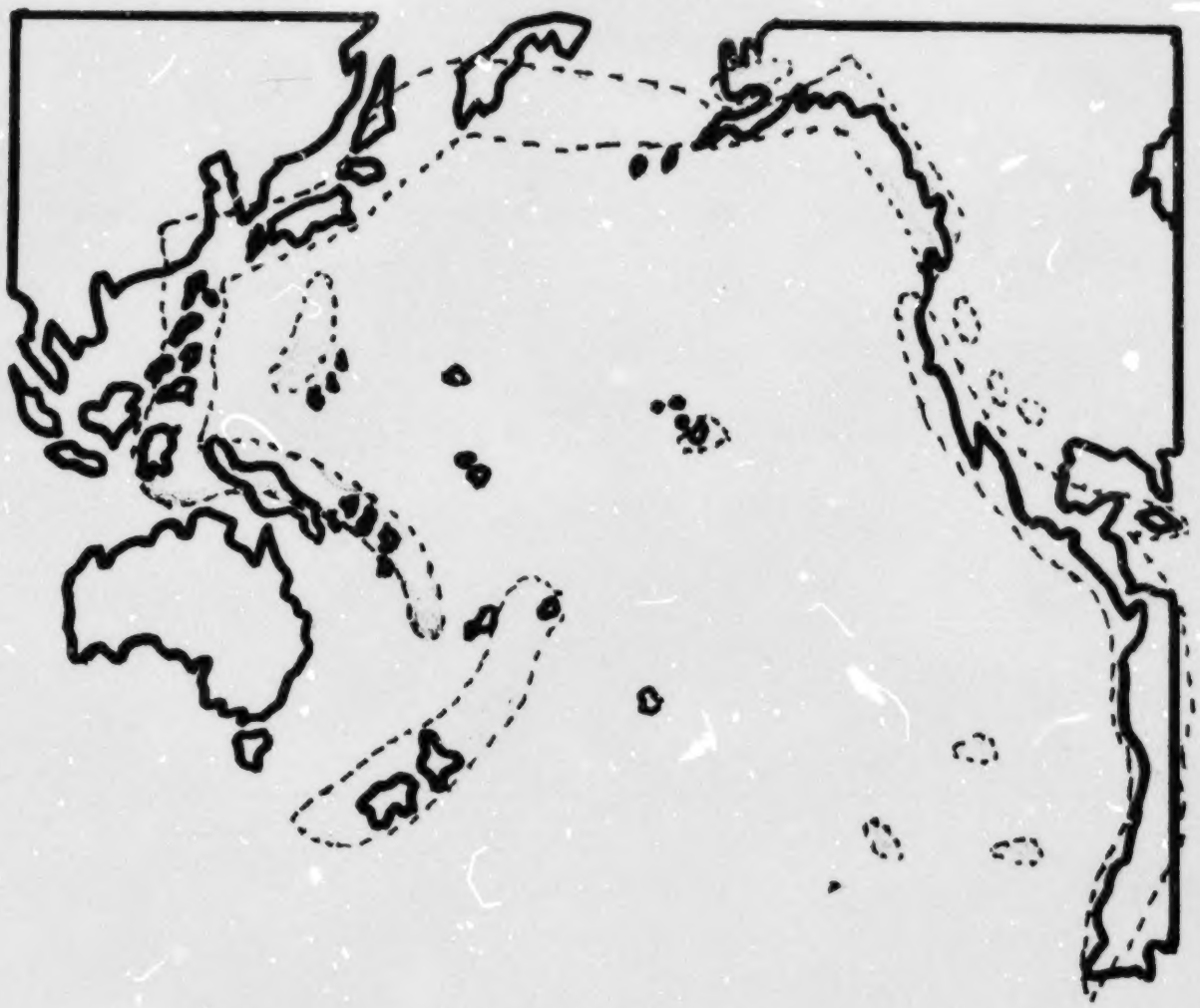
Upon completion, following areas were on the map:

United States	South America
Canada	Peru
Mexico	Chili
North America	North Pacific Ocean
Central America	South Pacific Ocean
Asia	Hawaiian Islands
Korea	Alaska
Philippine Islands	Aleutian Islands
Australia	Japan
New Zealand	China

Indian Ocean

When all areas were located, we shaded in the group of faults that loop the Pacific Ocean so students could understand why we have so many earthquakes and see that - as part of a greater geological process - they are not unique to California.

As a follow-up activity, students were then asked to see how many major earthquakes they could find that had occurred in the Pacific Basin.



PACIFIC BASIN
and its
"Ring of Fire"

7

Map of California

Using a map of California, we followed a similar procedure as before to label specific faults and locate the following cities:

Faults:

San Andreas Fault	Garlock Fault
Hayward Fault	San Jacinto Fault
Sierra Nevada Fault	Imperial Fault

Cities:

San Francisco	Santa Barbara
Oakland	Los Angeles
San Diego	El Centro
Eureka	Sacramento

CALIFORNIA FAULTS

Map of San Francisco Bay Area

Before introducing a local area map showing the earthquake faults which surround this area, we showed a movie of San Francisco as it is today. This provided opportunity for discussion and creative writing. The film we showed was on the Trans - America Pyramid and is available from Spears Films. We also used the filmstrip and accompanying cassette, "Earthquakes, Causes and Effects", from the Society for Visual Education.

We then proceeded to complete a map of the area with a written exercise.

MAJOR FAULTS IN THE SAN FRANCISCO BAY AREA

There is a major fault by each side of the San Francisco Bay. Although movement along these faults has caused two major earthquakes, and the University of California scientists have collected data that indicate there will be more, we spend our lives in the area without excessive worry of possible danger.

Look at your map of the San Francisco Bay Area.

The bodies of water on the map are labeled with capital letters A, B, C, and D. Color these bodies of water blue and label them as follows:

A. San Pablo Bay
B. San Francisco Bay
C. Suisun Bay
D. Pacific Ocean

Place the following locations on the map. Use the numbers to locate them.

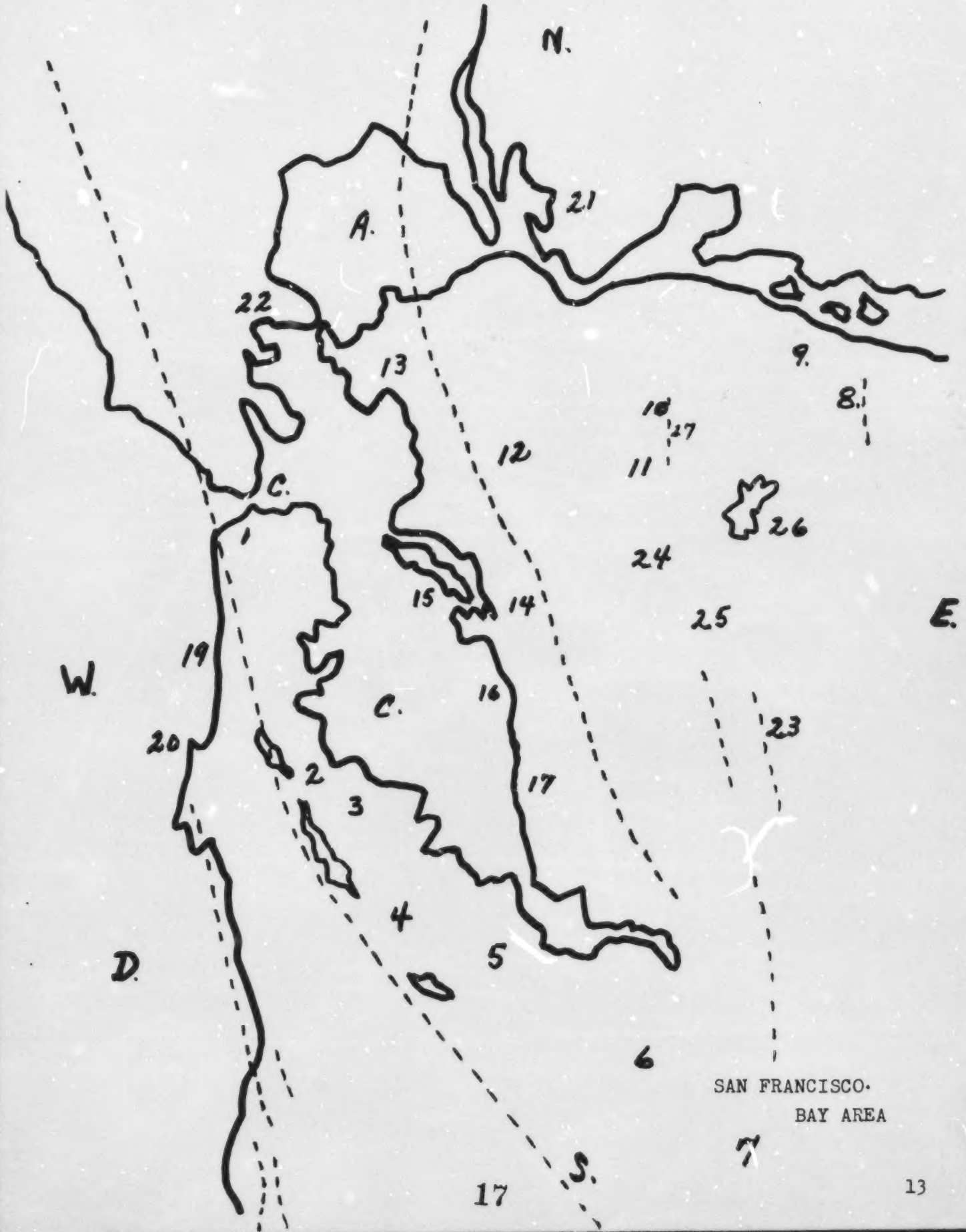
1. San Francisco
2. Burlingame
3. San Mateo
4. Redwood City
5. Palo Alto
6. Santa Clara
7. San Jose
8. Antioch
9. Pittsburg
10. Concord
11. Walnut Creek
12. Berkeley
13. Richmond
14. Oakland
15. Alameda (an island)
16. San Leandro
17. Hayward
18. South San Francisco
19. Daly City
20. Pacifica
21. Vallejo
22. San Rafael
23. Livermore
24. Danville
25. San Ramon
26. Mt. Diablo State Park
27. Concord Fault

The major fault that runs through the state of California from Mexico almost to the Oregon border is the SAN ANDREAS Fault. It is named for the small lake that it created that lies between Burlingame and Pacifica.

Find this small lake, color it blue, and label it. South of the San Andreas Lake is Crystal Springs Lake. Color it blue and label it.

The faults on the map are shown with dotted lines. The one that goes through the San Francisco Peninsula and out into the Pacific Ocean is the San Andreas Fault. The one that is east of San Francisco Bay is the Hayward Fault. Go over the fault lines in red ink and label those that are on your list.

FOLLOW-UP ACTIVITY: Study your map and be able to locate as many of the areas placed on the map as you can. You will score points on the number you can say correctly.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"Story of an Eyewitness"

The above story written by Jack London was introduced in the following manner:

"We've talked about how the most famous earthquake in this area was the San Francisco earthquake of 1906. But have you ever wondered what it would be like to be in a severe earthquake? How do you think you would feel if the earth shook violently under your feet and your city burned for three days?

Many local residents still remember the San Francisco earthquake and tell about people preparing food which the fishermen took down the river in their fishing boats to the people of San Francisco. But there was also a very fine author there who gave us an eyewitness account of what it was like to be in San Francisco in the middle of that earthquake. We'll start reading that story together. Then you may finish it by yourself, read it with your group, or follow it in you book as you listen to it on the tape.

The story we're going to read is called 'Story of an Eyewitness' and is in the Adventures for Readers book. Who's going to be first to find the page it starts on?

Let's look at that title. What does an eyewitness do?

Who wrote the story? Have you read anything else he wrote? What do you know about his life? Why is he sort of a 'local person'?

WORD SEARCH: I'm going to ask you to locate some words in the story. As soon as you find the word, write it on your paper and then raise your hand. I'll call on the first person whose hand goes up to tell the rest of us where you found the word and to read aloud the sentence in which you found it. To make it different, instead of your reading the sentence I might ask you to spell the word you found or give me its meaning. I might even give you a definition and ask you to find the word. Let's try and go fast now so we can make this like a game."

Examples as follows:

"In the first column, find the word catastrophe. Write it. Spell it.

Where do you find conflagration? Write it. Read the sentence.

Find three compound words in column one. Write them.

Locate lurid in column two. What does it mean?

In column two, find two words ending in ation. Write them.

In the same column, find two words beginning with tele.

Find perpendicular on page 507. Read the sentence. Name an antonym for it.

On the same page, find this sentence, "Not in history has a modern imperial city been so completely destroyed." Look at the definitions on page 632. What does imperial mean in this sentence?

On page 508 the word enumeration is written three times. find the three sentences. What do you think the word means?

On page 511, find a word that rhymes with vary. What do the two words mean?

Look at the same page. Locate five words ending in ation.

Now let's go back and read the story."

An Eyewitness Account - Details and Feelings

DIRECTIONS: Now that you've read "Story of an Eyewitness", write the answers to the following.

1. Several well-known streets of San Francisco are named in this account. List them.
2. Name at least three hotels mentioned in the story.
3. Tell what happened to one man's birthday celebration.
4. What were some of the things that burned in the Mark Hopkins' residence?
5. Some men who found it impossible to move their trunks to safety, devised another method of saving them. What was it?
6. Jack London was amazed at the good behavior of people during a crisis. How did he describe their actions?
7. In what ways did the United States government help?
8. Write a paragraph of at least 50 words telling different methods people had chosen to save themselves when the three day fire was over.

Think Again

1. Why do you think the people acted the way they did?
2. Write a paragraph explaining how you think you would have felt and acted if you had been an eyewitness to this event.

Eyewitness – Vocabulary

DIRECTIONS: Know what the following words mean and be able to pronounce them. Complete the exercises that go with these words.

hysteria	wrought	detonation
colossal	residential	hospitable
conflagration	ignite	ridge
enumeration	imperial	advance
perpendicular	debris	lurid
surmount	warily	vary
catastrophe	silhouette	preparation

1. Show that you understand the meaning of the above words by doing one of the following:
   a. Write a definition for each word and use it in a sentence.
   b. Draw or find a picture illustrating the definitions.
   c. Use a combination of a. and b.
2. Which words are closely related in meaning?
3. List the words that happened to San Francisco because of the earthquake.
4. Which word would you like someone to be to you? How does its root give you a clue to its meaning?
5. Write antonyms for:
   a. ridge
   b. perpendicular
   c. advance

Eyewitness – Word Attack

DIRECTIONS: Complete this exercise with words from your vocabulary list.

1. -ATION is a noun ending. Write the four nouns with this ending.

2. -IAL is an adjective ending. Write two words with this suffix.

3. List the three syllable words in the vocabulary list.

4. Which words end in suffixes?

5. Which words begin with prefixes?

6. Divide the following words into syllables. Put in their accents.
   a. enumeration c. ignite
   b. wrought d. imperial

7. Write <u>silhouette</u>. Draw lines through its silent letters.

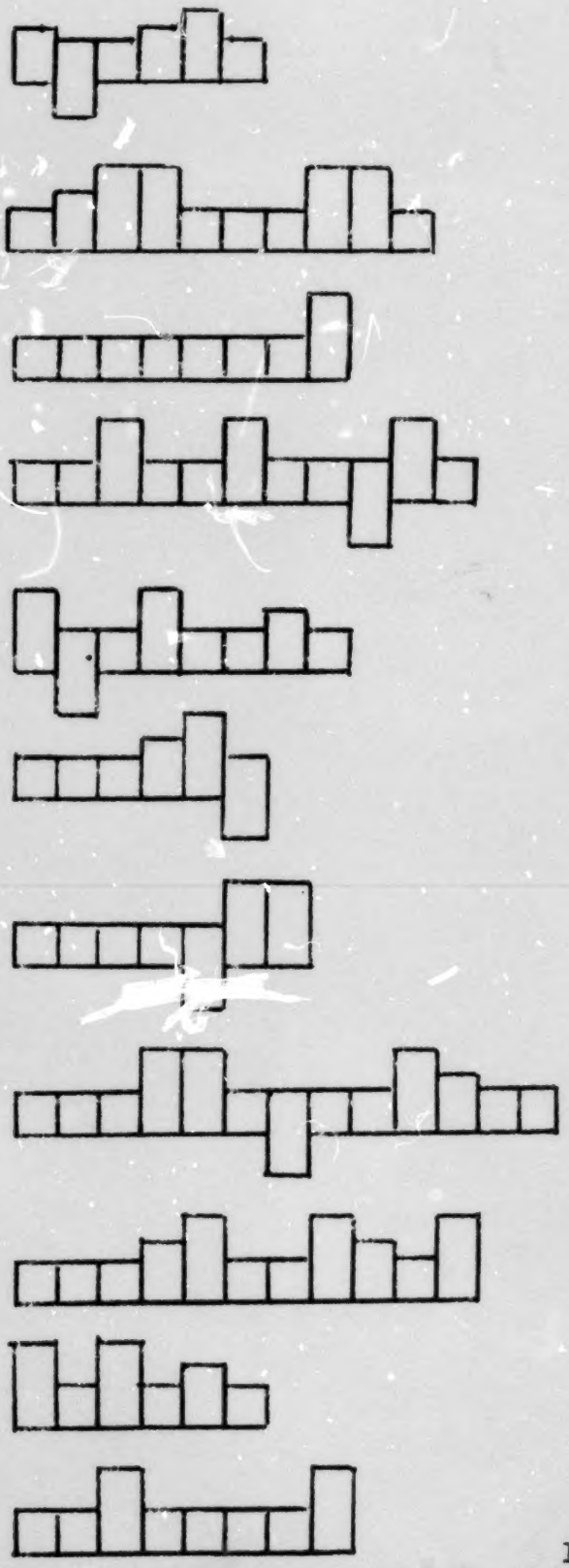
8. Write as many words as you can that rhyme with <u>conflagration</u>.

9. Write the vocabulary words in alphabetical order.

Eyewitness – Visual Discrimination

Directions: Fill in the squares with the words from the list below that fit the shapes.

1. surmount
2. catastrophe
3. hysteria
4. colossal
5. conflagration
6. warily
7. silhouette
8. wrought
9. debris
10. residential
11. ignite



California Is Earthquake Country

Background

The west coast of California is gradually moving northward along the San Andreas Fault at the rate of two inches a year. On this side of San Francisco Bay is the Hayward Fault which caused the 1906 earthquake in California. Together, these two faults account for most of the earthquakes in our area.

However, one earthquake that brought about an event of great significance for us and all of California occurred in 1933 in the Long Beach area in southern California. This quake did great damage to several school buildings. Fortunately, the quake occurred about 5:40 p.m. and the schools were empty. Most people realized, however, that many children would have been killed if schools had been in session, and so the California legislature passed the Field Act which requires that schools conform to strict building codes that make schools "earthquake proof." Today, almost all buildings that are more than one story have been earthquake proofed. This is done by placing reinforcing steel in concrete corners and throughout the buildings to hold them up if the concrete cracks. This reinforcement steel is made here in Pittsburg in our United States Steel Plant.

Our former Central Jr. High School building that is now part of the high school was newly built when the Field Act was

passed and so the building was soon made earthquake proof with reinforcement steel. However, when it was time to make the high school building safe, the local citizens decided it was too expensive for so old a building and so tore it down and built a new one to conform with the Field Act. We did not have to plan to earthquake proof our present school as it was built just a few years ago and all schools built after the passage of the Field Act must follow its provisions.

In spite of this act, however, there are many two and three story buildings in California, mostly in cities, that are considered to be "unsafe" buildings. Most of these are older buildings built before the Field Act became law, and it is these buildings that cause safety experts special concern about damage that might be caused because of them if earthquakes hit the areas in which they are.

INDEPENDENT ACTIVITY: A new way of trying to prevent earthquake damage is to use teflon when laying foundations of buildings to help absorb the earth's tremors. See if you can find out how this works and where it is being tried.

California Is Earthquake Country

Introduction

As you read through Sunset Magazine's article "Earthquake Country", you will see that Californians virtually live on a powder-keg for California is somewhat of a lacework of faults.

The word "fault" is important to an understanding of earthquakes. When you look up the word in a dictionary you find it has multiple meanings. Which meaning has to do with geology?

Now let's talk about the earth's "strata" and see what happens to it in an earthquake. On the three bottom spaces of a sheet of paper, draw three designs to represent three strata (layers) of rock. Now draw a diagonal line through them. The line you drew is an example of a fault (crack), and when the movement of the earth produces enough strain on the rocks, the earth moves along these faults. As the sides of the earth scrape against each other, they cause shock waves which are earthquake waves. Tear your paper where your diagonal line is and move one side up or down. This will show you what happens to the earth's strata in an earthquake.

(Example:)

Change in the Earth's Strata

DIRECTIONS: Draw a before-and-after picture illustrating what happens to the earth's strata when we have an earthquake.

Before Earthquake

After Earthquake

And how it happens

Another activity.

DIRECTIONS: Draw pictures showing the three ways in which a fault can move.

Horizontal Movement

Vertical Displacement

Thrust Faulting

Earthquake Country

Vocabulary in Word Analysis

earthquake	geology	fault
epicenter	thrust	vertical
horizontal	seism	scarp
escarp	strata	displace
stratum	surface	foundation

DIRECTIONS: Work the following exercises.

1. List the words that are synonyms.
2. One word is shown in both its singular and plural form. Write the words.
3. List the two syllable words.
4. Place the accent in:
   a. epicenter
   b. seism
   c. vertical
5. How many one syllable words are there?
6. Which words are antonyms?
7. If you were at the beach looking out over the Pacific Ocean as far as your eye could see, the root of which word in the vocabulary list should come to your mind?
8. Write the compound word. What are its parts?
9. List the words that begin with prefixes.
10. What do these word endings mean?
    a. graph
    b. gram
    c. ology
11. Write an additional word for each of the above endings.

25

12. Write three words that begin with <u>seism</u>.

13. Demonstrate your knowledge of these vocabulary words by writing a short story in which you use as many of the words as you can.

Sample Exercise — Comprehension

One of the worst things that can happen on our earth is an earthquake. When earthquakes happen near large cities, many people may be killed and many buildings knocked down. Fires may start and do more damage than the quake itself.

Earthquakes come from a shaking of the rocks under the surface of the earth. Forces within the earth push against the rocks until they break. Sometimes, the earth above the break will split open.

We cannot tell when an earthquake is coming, but we do know the places on earth where they happen most often. Much damage is stopped by building stronger buildings in these places.

As many as a million earthquakes may happen in a year, but most of them do no damage for they happen under the sea.

1. Most earthquakes happen
   a. under the sea
   b. on high mountains
   c. near cities
   d. in United States
2. From the story you can tell that
   a. earthquakes happen often
   b. all earthquakes cause damage
   c. fires always happen along with earthquakes
   d. we can tell when earthquakes are coming
3. This story as a whole is about
   a. earthquakes under the sea
   b. earthquakes
   c. people killed by earthquakes
   d. damage to cities
4. Some earthquakes start fires in cities
   a. Yes
   b. No
   c. Does not say
5. All earthquakes do much harm
   a. Yes
   b. No
   c. Does not say

More Comprehension

Example: Newspaper Article

MEXICAN EARTHQUAKE DEATH TOLL NOW STANDS NEAR 1,000

ORIZABA, Mexico

Mounting casualties from Tuesday's earthquake put the unofficial death toll at nearly 1,000 today and President Luis Echeverria said it was "the worst earthquake in Mexican history" in terms of persons killed.

Heavy rain and shortages of water, electricity and even wood for coffins hampered rescue operations. The rains turned dust and debris to mud, thwarted salvage crews and sent loose roof tiles and bricks falling into the streets.

Worst hit was this Swiss-style city, which sat at the epicenter of the 'quake that registered 7.2 on the Richter Scale. The rains forced Echeverria, who toured the half-ruined city of 50,000 persons Wednesday, to stay the night in a downtown hotel instead of returning to Mexico City as planned.

By early today, the official death toll had risen to 527. But unofficial reports by various newspapers and government workers put the total near the 1,000 mark.

The Health Ministry said 414 people died in the State of Puebla, 113 in the neighboring state of Veracruz. Twenty-six of the victims died in picturesque Orizaba. Several were killed when a three-story apartment building collapsed as they were asleep inside when the early morning trembler rumbled across 200 miles of Mexico's Eastern Sierra Madre mountains.

Forty-nine persons died in Quecholac, in the state of Puebla, and another 27 in devastated Ciudad Serdan, in the same state.

The other victims were spread over more than two dozen small towns and villages.

Echeverria Wednesday visited the cities of Puebla, Rio Blanco and Orizaba--three of the hardest hit areas. He was accompanied by his ministers of defense, health, water resources and agriculture.

President Nixon and President Salvador Allende of Chile sent offers of help, but Echeverria said Mexico would solve its problems itself.

Rescue and demolition workers toiled through Wednesday night cleaning mud and rubble from streets and pulling down tottering buildings.

Others tried to restore electricity and telephone communications.

Throughout Wednesday, troops distributed food and blankets to the thousands left homeless in the stricken states.

1. The greatest number of persons died in the state of
   a. Vera Cruz
   b. Puebla
   c. Sierra Madre
   d. Rio Blanco
2. The story took place in
   a. North America
   b. South America
   c. Central America
   d. Switzerland
3. The official death toll so far was
   a. 1,000
   b. 414
   c. 527
   d. 113
4. A good title for this story would be
   a. President Nixon Offers Help
   b. Quake measures 7.2 on Richter Scale
   c. Forty-nine persons die in Quecholaz
   d. Earthquake kills hundreds in Mexico
5. Apparently one problem not present in the Mexican disaster was
   a. rain
   b. no electricity
   c. death
   d. fire

And. Games Too

SIGHT VOCABULARY

Vocabulary words are written on cards and flashed for development of sight vocabulary. This may also be done to develop word analysis skills.

DEFINITION MATCH

a. Divide the class into two evenly matched teams. Allow room for teams to run. On a table at one end of the room, lay out cards with definitions of vocabulary words. Line members up so a player of one team is competing with an equally matched player of another team. The teacher or student calls out a vocabulary word. The team members at the head of each line race for the definition cards. The first person to select the correct answer card scores a point for his team. The team with the most points wins the game.

b. A variation of above.

Lay out cards with words. Give definition and have students race for the word card.

c. Another variation.

Select two teams. Have two erasers at the blackboard. Show vocabulary words previously written on the board. Teacher gives definition of a word and team members at head of each line race to the board. First person to erace the correct word wins a point for his team.

d. Variation of above.

Write definitions on board. Give vocabulary word.

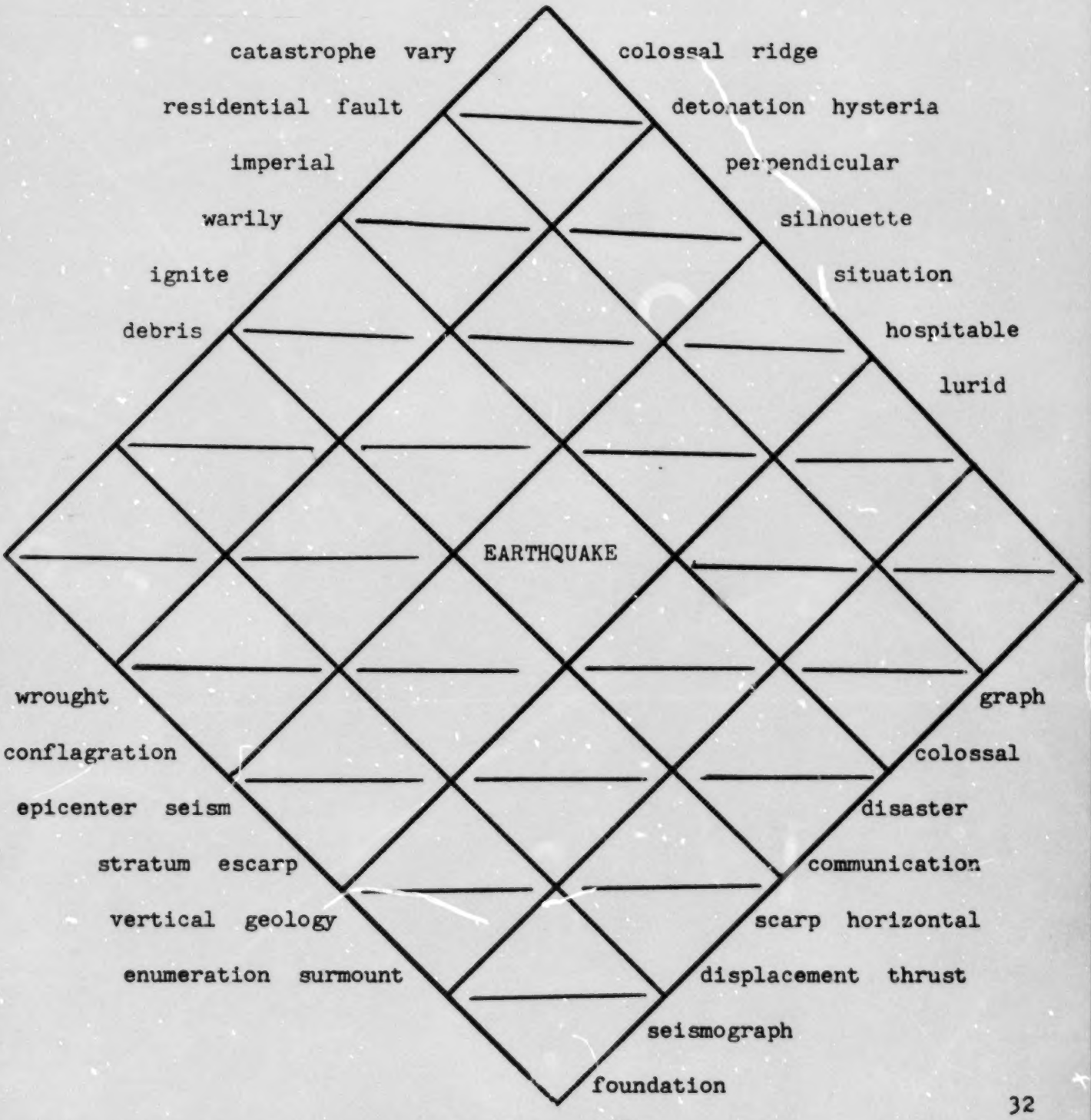
DIAMOND BINGO

Each student selects any 24 words from the vocabulary words written in the corners of his paper surrounding a blank, diamond shaped game for Bingo. He writes his words on the lines in each diamond. Students then take turns reading aloud a word. As each word is called, students who have them cover them with a square of colored paper. Person

with the first filled card is the winner. Method of playing this game gives three exposures to each word each time the game is played.

DIAMOND BINGO

Directions: On the blank lines within the diamond, write any 24 of the words surrounding it. As we take turns calling out a word, place a marker on those you have in the same manner as when playing Bingo. Winner is the first person who covers his diamond.



Concurrent Activity - Library Research

Prepare a bibliography on earthquakes using correct bibliography form. Your bibliography should include two encyclopedias, two different almanacs, and at least four other books or magazines. Use the Card Catalog and the Reader's Guide.

Read and take notes in your own words from at least three of these sources. Read a minimum of thirty pages on earthquakes.

When you have completed your research, use your notes to prepare a report on some aspect of the subject of earthquakes. Your report should be written in ink and have a minimum of 750 words. Map* your report before you start to write it. Be sure to include your map and bibliography as part of your project.

*For an explanation on "mapping" see "How to Think a Book," a PREP publication.

Concurrent Activity — Guest Speaker

At this point, we invited a local geologist to speak to our classes. He explained the origin of the area in which our students live and through samples of petrified wood, fossils, embedded shells, etc., showed how early geological factors determine the areas in which people settle. By explaining the geology of our region, he showed how different geological changes have created our industries, climate, and characteristics that have caused centers of population to develop here.

Concurrent Activity

Related Field Trips

Visit new construction where reinforcing steel is being inserted to show how buildings are made "earthquake proof".

Visit the United States Steel Mill to see how reinforcing steel is made and hear explanation of its use.

Visit San Francisco to see the very elaborate and complicated city that has been built over the site scarred by the quake of 1906.

Take a trip to nearby places in Antioch and Concord where there is clear-cut evidence of faults.

Note: If field trips cannot be taken, several good movies are available.

Post Activities —

Written Evaluation

DIRECTIONS: Each student is to complete a detailed project on one of the following activities. You may write it, tape record, or prepare it for a presentation to the class.

1. An article on earthquakes telling what you learned about them.
2. A story about earthquakes expressing your feelings about them and why you feel as you do.
3. An article based on geological factors explaining why Pittsburg is located where it is.
4. A newspaper account of what you saw and felt as a newspaper reporter present at one of the severe earthquakes you read about.
5. A collage of pictures and diagrams with captions showing various aspects of earthquakes: why they occur, what visible faults look like, types of faults, damage quakes do, how buildings are made earthquake proof, etc.
6. A detailed drawing or clay model showing the earth's strata with a fault running through it and what happens to it after an earthquake.

Post Activity —

Vocabulary Test

DIRECTIONS: Select the correct word from the list at the bottom of the page and place it in the blank to the left of each number.

_____ 1. Tornadoes, floods, earthquakes, blizzards, and mine explosions are known as_____.

_____ 2. A large fire is sometimes called a _____.

_____ 3. The noise came from the _____ of bombs used to try to keep the fire from spreading.

_____ 4. People were calm and self-controlled during the fire. There was very little _____ that one might expect.

_____ 5. The people of the neighboring towns gave the refugees very _____ treatment following the disaster.

_____ 6. There was no accurate _____ of the number of people who died during the earthquake and fire.

_____ 7. The prefix that means "earthquake" is_____.

_____ 8. The fallen buildings left tons of _____ that had to be cleared.

_____ 9. The San Francisco earthquake was caused by the San Andreas _____.

_____10. Homes in the _____ section were completely destroyed.

Select your answers from the following list:

detonation	hysteria	catastrophe
conflagration	hospitable	enumeration
fault	seismo	debris
residential	colossal	epicenter
thrust	geology	strata

Post Activity

More Vocabulary

DIRECTIONS: Place the letter of the correct answer from the list at the right in the blank before the number that correctly defines the word.

____ 1.	A disaster where many are killed.	a. ignite
____ 2.	Instrument that measures earthquakes.	b. fault
____ 3.	To set on fire.	c. geology
____ 4.	Huge.	d. vary
____ 5.	A fracture in the earth's crust.	e. surmount
____ 6.	History of the earth as recorded by layers of rock.	f. scarp
____ 7.	To change, diversify, or alter.	g. catastrophe
____ 8.	To get to the top.	h. detonate
____ 9.	A raised strip of ground.	i. residential
____10.	Explode with sudden violence.	j. seismograph
____11.	Describe area where people live.	k. epicenter
____12.	Ruins; remains of something destroyed.	l. hysteria
		m. lurid
		n. colossal
		o. silhouette
		p. debris
		q. ridge

Related Reading List

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